**Lesson Plan Format**

**Teacher Candidate: Christopher Yandoc Grade Level: 10 Date of lesson: November 23, 2015**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

* 10SS5.f: Analyze the economic patterns of capitalism, socialism, communism and mixed economies
* 10SS5.g: Describe the emergence of Romanticism in art and literature, social criticism, and the move away from Classicism in Europe.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

* The students should have prior knowledge on the ideologies that emerged during the Industrial Revolution.
* The students should also have prior knowledge on how these ideologies started and how did it influence people during that era.
* Students have prior knowledge of the people that influenced these ideologies to emerge.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

1. In the beginning of the lesson, students will locate primary and secondary sources of the different ideologies.
2. During the main activity, the students will show their understanding of the different ideologies that emerged by analyzing the economic patterns of each ideology. Students will also describe the emergence of romanticism in the various arts and literature that emerged.
3. For the closure, students will submit their graphic organizers for a grade.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

* Informal Assessment:
  + Teacher will monitor student working on their individual graphic organizer and provide assistance as needed.
* Formal Assessment:
  + Students will create a graphic organizer comparing and contrasting the different ideologies.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Textbooks
* Primary and Secondary Sources
  + <http://www.loc.gov/pictures/item/2005683642/>
* Computers/Smartboards
* Graphic Organizers
  + <http://www.orientacionandujar.es/wp-content/uploads/2013/10/compare-and-contrast-graphic-organizer.png>
* Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | 3 | 2 | 1 | 0 |
| Content | The information are well-researched. The information that students used for information comes from various primary and secondary sources. | The information that was researched for the graphic organizer is good. The student gets their information from only a few primary and secondary sources. | The information that was used is fair. The student gets their information from only a couple sources. | The information doesn’t make sense. No sources are used |
| Organized | All of the information is placed in the right areas and information is clear | Most of the information is placed in the right areas and clear | Few of the information is placed in the right areas but is not clear completely | Information is over all of the place and not clear. |
| Required Elements | The student completes all of the necessary components of the graphic organizer. | The students completes most of the necessary components of the graphic organizer. | The students completes only few of the necessary components of the graphic organizer. | The students didn’t complete the graphic organizer. |

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

The teacher will start out with an authority style of teaching by providing the students with the requirements for the project. After the students receive the requirements, I will then prepare a short presentation explaining the different ideologies that emerged during the Industrial Revolution that will be demonstrated to class. This presentation will be basic information of the various ideologies order to observe if students have any prior knowledge on the different ideologies of the Industrial Revolution as well as learn new information that they might not have learned. I will also provide an example of an graphic organizer that students can create for the assignment so that After the teacher is done providing the necessary information that the students need and presenting the presentation about the different kinds of ideologies that emerged during the Industrial Revolution, the teacher will switch from an authority style of teaching to a facilitator style of teaching to provide students time in class to work on their own to complete their graphic organizer. The role of the teacher as a facilitator is to provide guidance and support as needed.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

* The teacher will distribute handouts (directions and rubrics) for the project in order for the student to know what they will be completing and how the teacher will grade their graphic organizers.
* After the teacher distributes the handouts, the teacher will start a short lecture presentation on the Industrial Revolution that discusses the various ideologies that emerged and were associated with the Industrial Revolution.
* After the lecture, students will work individually to complete their graphic organizers by selecting two different ideologies from the presentation that I presented and have the student compare and contrast the two ideologies that they selected.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

* I will model what the graphic organizer will look like by showing an example of a completed graphic organizer so that students have a model. I will also have the students complete a sample graphic organizer by comparing and contrasting two themes such as two events in history in order for students to have experience completing a graphic organizer.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

* I will close the lesson by having the students submit their graphic organizers where the teachers will review their charts and grade it following a rubric.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Kristian | Kristian’s instructional need is that he has Auditory Processing Disorder. Auditory Processing Disorder affects a student’s ability to not recognize subtle differences between words and sounds. Evidence that I have observed of this instructional need for Kristian is that I find that he finds it difficult to stay focused during lectures and says “what” a lot, even when has heard much of what was said. | A strategy that I would use for differentiating instruction is I would ask questions to him and anyone else in the class in order for me to determine if students are understanding the directions that are being given. I would also reword or help decipher confusing oral and/or written words. |
| Alexa |  |  |
| Carlos |  |  |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?